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point is clinched by anecdote. There follows a wealth of suggestions as to ways in which the pupil may, with interest and profit, put his newly gained insight to immediate use.

The result is a book in a measure approaching the concept of a "laboratory manual" in English composition. The teacher has in convenient form a plan of procedure so carefully outlined as almost to teach itself. Her function will often be that of guiding in the choice of alternatives offered and adapting the task to the special needs of individual and group.

A feature of the book is the Appendix, constituting one-fourth of its bulk. In this has been concentrated much that would ordinarily appear in the body of the text—lists of special faults to be eradicated and exercise material in enunciation, punctuation, spelling, and outlining. One section of sixty pages contains a complete summary of essential grammar, although many instructors will find its terminology disconcertingly novel. The book concludes with a suggestive list of fifty-seven larger projects from which selection may be made as desired.

The book may be cordially commended to the attention of all teachers in seventh- and eighth-grade English classes as well as to those responsible for the selection of textbooks in these grades.

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*Part-time education.*—One of the most important educational problems has long been that of relating school work to the future vocational work of the pupils. California has attempted to solve this problem by means of a Part-Time Education Act. As a result of this act the problems of part-time education have received considerable attention in that state. A bulletin<sup>1</sup> of the University of California presents a discussion of this type of education which is based on wide study and experience.

The author takes the point of view that the success or failure of part-time education depends primarily on the type of co-ordination maintained. The school work of the pupil must be chosen with a view to capitalizing his whole experience, home, occupational, and social. Her study of this problem of co-ordination presents a bibliography of the literature on the subject, describes the general need for co-ordination, offers suggestions upon which a plan of co-ordination may be based, and suggests methods for the discharge of the function. She discusses in detail what she considers the five factors of co-ordination, namely, educational salesmanship, promoting instruction, placement, personal advice and assistance, and community co-operation. Educational salesmanship is the name applied to the work of popularizing part-time education through all the means possible, such as the press, influential citizens, personal letters, civic organizations, and personal conferences.

<sup>1</sup> MARGARET M. ALLTUCKER, *Co-ordination in Part-Time Education*. "Part-Time Education Series No. 4," Bulletin No. 3. Berkeley, California: University of California. Pp. 44.

Under promoting instruction she gives very definite suggestions as to how the actual work of these part-time schools should be carried on. The section dealing with placement tells how surveys of jobs may be made and also how the youths may be fitted to the jobs best suited to them. Regarding personal advice and assistance, definite instances are given of changes wrought in individuals and homes through personal contact with the co-ordinator. Throughout the discussion emphasis is placed on the fact that much of the success of part-time education depends on the character and personality of the co-ordinator. The discussion is brief, but definite and suggestive.

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*Vocational literature.*—The establishment of life-career courses in schools has outsped preparation for it. Teachers and counselors have been at a loss for trustworthy information on the work of life. To meet this need Frederick J. Allen, of the Bureau of Vocational Guidance of Harvard University, has compiled an extended bibliography<sup>1</sup> of vocations.

Sections i–ix deal with the nine great groups of occupations which have been outlined by the Federal Census. In each section are presented the vocations which are most common. In section viii, for example, “Domestic and Personal Service,” are found bibliographies of such vocations as barber, bell boy, janitor, waiter, etc. In section vi, “Public Service,” are found constable, detective, fireman, mail-carrier, etc. In this way two hundred and sixty-five different vocations are treated. Section x presents a list of general sources of about seven hundred references. Here are given annotations to show the content and value of the various books. Periodical and other references of temporary value are not listed. The fundamental nature of the material should make this guide of great value to all interested in vocational guidance.

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*Sex problems.*—One of the most important problems confronting parents and educators is how to develop among young men and women a proper sex morality. Ignorance and a certain false modesty have characterized the past attitude toward the problem. A publication<sup>2</sup> of the American Social Hygiene Association presents a discussion of this problem based on the “theory that there is some correlation between knowledge and conduct, that in the long run intelligence and not ignorance about the great and fundamental issues of life will advance human conduct.”

The author approaches the problem from the viewpoint of all human appetites, showing how all these appetites must be properly controlled and sublimated if one is to develop strong character and properly perform the

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<sup>1</sup> FREDERICK J. ALLEN, *A Guide to the Study of Occupations*. Cambridge: Harvard University Press, 1921. Pp. xiii+183.

<sup>2</sup> THOMAS WALTON GALLOWAY, *The Sex Factor in Human Life*. New York: American Social Hygiene Association, 1921. Pp. 142.